General Education Annual Course Assessment Form  5/24/13

Course Number/Title:  HRTM111-Leisure, Culture and Identity       GE Area-S

Results reported for AY 2012-2013 # of sections-1 # of instructors -1

Course Coordinator: Linda Levine E-mail: Linda.Levine@sjsu.edu

Department Chair: Randy Virden, now Dr. Jack Wall College: CASA

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?

For academic year 2012-2013, SLO1 was assessed.

SLO1: Describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality during leisure participation;

What were the results of the assessment of this course? What were the lessons learned from the assessment?

94% of students met this objective B or better on AV project/Paper #3 Recreation: Progress Towards Access for All.

In 2009-2010, I committed to tightening up the rubric for grading this final paper/project as I wasn’t then sure if people were losing points due to a lack of understanding or due to lateness or grammar and typo issues. An improved rubric has worked well to know what the final grades represent in relation to the objective.

Experience has taught me that since this is a departure from traditional paper writing as an audio visual presentation, and their final products are shared with the class, I also require preparatory outlines and I have planning meetings to make sure people are on track for meeting Objective #1. This has greatly improved the
focus and quality of this assignment. It also accounts, I think, for the high grades that emerge from this assignment.

Develop a thoughtful, educational and well-sequenced audiovisual presentation highlighting leisure as an instrument of identity development, cultural and societal enhancement or an instrument for growth and change in the U.S. For this project, you will use samples from the creative arts: domestic and international film, T.V., poetry, music, photography or others. Your task is to make a composite that focuses on religion, gender, sexual orientation, ethnic, race, class, disability or age and show positive strides towards greater equality using leisure. Like the other 2 papers, this is a researched piece and your sources should be documented and educational to the audience. Again, the audiovisual presentation should highlight social action, which has led to improvements and the righting of social injustices. Your collection of clips should also recognize and appreciate constructive interactions between people from different cultural, racial, and economic groups within the U.S. while participating in leisure. There should be connecting informational slides to pull the presentation together, with at least 8 clips in this 15-minute visually and auditorily appealing and/or compelling presentation. Your audiovisual presentation will include an oral explanation identifying key themes and concepts as well as time for answering questions after the showing. This project #3 takes a while so begin early. On the day that you present, you also give your presentation to your instructor on a DVD for grading.

In summary, I was pleased with the results. Last year I realized that some students lost points for floundering with the enormity of the project. Others, excited about the creative process, lost track of the goals for the presentation (meeting SLO1). Changes I implemented include:

- Students must submit a mandatory proposal
- Students participate in a library information session focused on their topic
- Students and I have a mandatory meeting 6 weeks prior to the due date to discuss their audiovisual project ideas, project process, and obstacles and solutions.

Overall, I am pleased with the way the course helps students to research, describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

Part 2
To be completed by the department chair (with input from course coordinator as appropriate):
(3) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

All areas are still aligned. Generally only one section of HRTM 111 is taught per semester and, Linda Levine was the instructor for both so it is easy to keep the sections well aligned and tracked. The instructor made thoughtful modification to her rubrics and this aided the GE assessment data tracking for this report. –Dr. Randy Virden 5/20/13